Rubric : WI School Psychologist	The first 5 components are **required.** The remaining components are optional. Optional components are determined at the district level. These decisions are made for all years in the evaluation cycle (1 year or up to 3 years).
Diversity in Development and Learning **Description:** School psychologist has knowledge of individual differences, abilities, disabilities and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.	**Required**

Emerging	Basic	Proficient	Exemplary
Has Knowledge of: ❑ Individual differences and diverse characteristics ❑Psychological and educational principles and research related to diversity factors for children, families, and schools ❑ Evidence-based practices in psychology and education to enhance services for children and families in schools and communities ❑ Skillful use of a problem-solving process to identify assessment measures ❑ Physical and mental health needs of children and adolescents	❑ Applies knowledge individual differences and diverse characteristics to provided service delivery ❑ Recognizes how his/her own biases' and those of others' influence decision-making, instruction, behavior and interactions ❑ Selects materials and activities that counteract stereotypes ❑ Selects materials and activities that incorporate contributions of cultures ❑ Selects materials and activities that seek ways to overcome barriers to effective family and community involvement ❑ Understands how a student's culture, background or trauma history influence school performance, development, and	❑ Develops evidence-based interventions for students whose behavioral, affective, or social-emotional needs have an impact on their learning ❑ Modifies practices to more effectively meet student needs ❑ Modifies or adapts practices to meet diverse student needs ❑ Demonstrates sensitivity and skills needed to work with families, students, and staff from diverse cultures and background ❑ Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students	❑ Provides leadership in collecting data to identify service gaps in meeting the social, affective and developmental needs of children ❑ Collaborates with colleagues to eliminate systemic barriers to student achievement ❑ Consults with other educators and provides professional development opportunities on diversity for parents, teachers, administrators, and the community

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Research and Program Evaluation

Description: School psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. — **Required**

Emerging	Basic	Proficient	Exemplary
Has Knowledge of: ❑Research methodology, statistical and other data analysis techniques sufficient for understanding, judging quality of research and relevance in applied settings ❑Program evaluation methods at the individual, group, and/or systems levels ❑Technology and information resources applicable to research and program evaluation	❑Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual level ❑ Collects and analyzes program evaluation data at the individual level ❑ Uses technology and information resources applicable to research and program evaluation	❑ Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual and group levels ❑ Collects and analyzes program evaluation data at the individual and group levels ❑ Monitors the effect of program adaptations on students and colleagues	❑ Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual, group level, and system level ❑ Collects and analyzes program evaluation data at the individual, group, and system level ❑ Uses results of monitoring activities to guide additional refinements of professional practice

Legal, Ethical and Professional Practice

Description: School psychologist has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. — **Required**

Emerging	Basic	Proficient	Exemplary
❑Endorses ethical standards of the American Psychological Association and/or the National Association of School Psychologists ❑ Has knowledge standards and regulations relevant for practice in settings in which school psychologists work Also: ❑ Periodically engages in self-evaluation to identify strengths and areas of weakness	❑ Stays current with and models legal, ethical, and professional standards ❑ Engages in self-evaluation to identify strengths and weaknesses and pursues professional development ❑Maintains confidentiality of student records and information ❑ Adheres to timelines established by the school, district, and/or state, including submission	❑ Uses a problem-solving model to address ethical issues in providing student support services ❑Assists school personnel in understanding legislation and regulations related to school psychological services ❑ Participate in the school psychology professional community inside and outside the district ❑ Explains the requirements of	❑ Takes a leadership role in educating colleagues on legal, ethical, and professional standards ❑ Regularly and accurately engages in self-evaluation to identify strengths and weaknesses and pursues professional development ❑ Collaborates with stakeholders to address ethical issues in support services ❑ Has a leadership role in the

❑ Maintains confidentiality of student records and information ❑ Adheres to timelines established by the school, district, and/or state, including submission of assessment reports ❑ Writes effective and practical assessment reports ❑ Recognizes limits of expertise *Has Knowledge of:* ❑ Legal standards and regulations relevant for practice in settings in which school psychologists work	of assessment reports ❑ Stays current with and models legal, ethical, and professional standards ❑ Writes effective and practical assessment reports	confidentiality of student records and information to others ❑ Accesses professional development opportunities and incorporates the information into daily practice	school psychology professional community inside and outside the district ❑ Supports other to adhere to timelines established by the school, district, and/or state, including submission of assessment reports ❑ Mentors or supervises and/or supports other school psychologists, interns, or school psychology students

Data-Based Decision Making and Accountability **Description:** School psychologist has knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.		**Required**

Emerging	Basic	Proficient	Exemplary
Has Knowledge of: ❑Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics ❑ Varied methods of assessment and data collection in psychology and education and their psychometric properties ❑ Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and	❑ Understands how to collect, manage, and interpret various kinds of group and individual data ❑ Advocates for the use of data promotes effective learning environments ❑ Conducts assessments to determine the learning needs of students ❑ Applies strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services	❑ Uses group and individual data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social-emotional needs ❑ Assists school staff in collecting and analyzing progress monitoring data ❑ Assists school staff with progress monitoring data to design, implement and evaluate instruction and interventions ❑ Monitors the effect of intervention or program adaptations on students and colleagues ❑ Advocates for use of reliable and valid assessments and interventions	❑ Designs, implements, and evaluates the implementation integrity, fidelity and effectiveness of school wide or system wide interventions ❑ Provides leadership in collecting data to identify service gaps in meeting the academic, behavioral, affective, social-emotional or developmental needs of children ❑ Makes recommendations for school and/or district level improvements based on evaluation findings ❑ Uses results of monitoring activities to guide additional refinements of professional practice

schools ❑ Assessment and data collection methods to measure response to, progress in, and effective outcomes of services			

Consultation and Collaboration

Description: School psychologist has knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Required

Emerging	Basic	Proficient	Exemplary
Has Knowledge of: ❑Varied methods of consultation in psychology and education applicable to individuals, families, groups, and systems ❑ Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others ❑ Methods for effective consultation and collaboration that link home, school, and community settings	❑ Uses varied methods of consultation in psychology applicable to individuals and families to promote effective implementation of services ❑ Facilitates communication and collaboration among the student, school, home, and community ❑ Applies consultation, collaboration, and communication strategies across situations, contexts, and diverse groups ❑ Understands the importance of effective listening, speaking and written communications skills ❑ Adapts communications strategies to fit the needs of different stakeholders	❑ Consistently uses multiple strategies to promote collaborative, effective decision making and implementation of services among professions, families, and others ❑ Promotes trust and builds partnerships among the student, school, home and community ❑ Promotes services when programming for children involves multiple agencies ❑ Anticipates and responds to communication barriers	❑ Collaborates with other school psychologists to improve implementation of services ❑ Collaboratively addresses systemic problems such as truancy, dropout, bullying, youth suicide, mental health and/or AODA challenges, or school violence ❑ Collaborates with other school psychologists for professional growth and to improve the profession ❑ Coordinates services when programming for children involves multiple agencies ❑ Communicates effectively with students, families, school staff and the community even when barriers are present

Student Level Services: Interventions and Instructional Support to Develop Academic Skills

Description: School psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

❑ **Optional or** ❑**N/A**

Emerging	Basic	Proficient	Exemplary

Has Knowledge of: ❑ Biological, cultural, and social influences on cognitive & academic skills; Human learning, cognitive, and developmental processes ❑Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics ❑Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.	❑ Collaborates with administrators, teachers and a range of specialists to help meet students' special needs ❑ Collaborates to identify students in need of instructional support ❑ Consults on a continuum of developmentally appropriate and targeted educational interventions ❑ Provides culturally competent services *Understands the importance of:* ❑ Setting high expectations for all students ❑ Literacy, Early literacy, reading and math ❑ Facilitating, designing and delivering instructional strategies that promote academic achievement	❑ Consistently applies current and empirically based research on learning and cognition to the development of instructional strategies ❑ Assists school personnel in considering relevant ecological factors and diversity characteristics as a context for making decisions about students ❑ Consistently provides culturally competent services	❑ Provides leadership in implementation of reading and math literacy programs that increase student outcomes based on empirical research on learning and cognition ❑ Advocates for culturally competent services for all students ❑ Acts as a resource in a direct and consultative manner on methods to promote cognitive and academic skills of all students ❑ Seeks formative feedback from colleagues on effectiveness of consultations and education provided

Student-Level Services: Interventions and Mental Health Services to Develop Social and Life Skills **Description:** School Psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.	❑Optional or ❑N/A

Emerging	Basic	Proficient	Exemplary
Has Knowledge of: ❑Biological, cultural, social, and situational influences and human developmental processes on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills ❑ Evidence-based strategies to	❑ Understands the importance of student interpersonal skills and self-knowledge ❑ Is knowledgeable about and skillful in using a problem-solving to identify appropriate assessment measures ❑ Understands the physical and mental health needs of children	❑Consults to develop evidence-based interventions for students whose behavioral, affective, social-emotional needs have an impact on their learning ❑ Uses data to monitor, evaluate and adjust interventions for students with behavioral, affective, or social-emotional needs	❑Provides professional development on social-emotional and mental health needs of children and comprehensive models to promote mental health ❑ Provides relevant research findings and evaluation data to school personnel, parents, the public

promote social–emotional functioning and mental health ❑ Strategies in social–emotional, behavioral, and mental health services that promote children's learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc. ❑Techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring	and adolescents ❑ Identifies students in need of behavioral, affective, social-emotional, or mental health support ❑ Provides a continuum of developmentally appropriate and targeted mental health interventions ❑ Assists students in developing social-emotional, affective, and adaptive skills ❑ Participates in school safety team/ or school crisis team as appropriate	❑ Assists in the development, implementation and evaluation of school screenings, programs, and interventions ❑ Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students	❑Is a leader in the development, implementation and evaluation of school screenings, programs, and interventions

Systems-Level Services: School-Wide Practices to Promote Learning
Description: School psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

❑Optional or ❑N/A

Emerging	Basic	Proficient	Exemplary
Has Knowledge of: ❑School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings ❑Psychological and educational principles and research related to organizational development and systems theory	❑Collaborates with school personnel to create a safe, positive learning community ❑ Supports policies & practices that positively affect student learning	❑ Collects, analyzes and synthesizes data on school and system structures to promote school improvement and improved student outcomes ❑ Collaboratively designs and implements school wide efforts to develop students' leadership qualities ❑ Uses data to help schools identify needs for prevention and intervention programs	❑ Evaluates the effectiveness of core instruction, and/or prevention and intervention services and programs ❑ Provides professional development to school staff on a variety of topics related to school-wide initiatives

❑Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; and technology resources ❑Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics		❑ Develops and/or implements the school improvement plan	

Preventive and Responsive Services
Description: School psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-leveled prevention, and evidence-based strategies for effective crisis response.   ❑Optional or ❑ N/A

Emerging	Basic	Proficient	Exemplary
Has Knowledge of: ❑ Psychological and educational principles and research related to resilience and risk factors in learning and mental health ❑ Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics	❑ Promotes an inviting, respectful, supportive, inclusive, and flexible learning environment ❑ Engages students and family members in the educational process ❑ Considers relevant individual differences when determining services needed ❑ Demonstrates sensitivity to issues related to disproportionality of minority populations	❑ Provides developmentally appropriate and prevention-oriented strategies that nurture students' relationships with caring adults	❑ Promotes a respectful and supportive school climate that includes collaboration and a commitment to quality instruction and services ❑ Identifies factors that have an impact on family-school partnerships and interactions with community providers ❑ Addresses those factors (see above) when providing services for families

❑Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being ❑ A systematic problem solving model and its use in schools ❑ Evidence-based strategies for effective crisis prevention, preparation, and response			

Family-School Collaboration Services

Description: School psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. ❑Optional or ❑N/A

Emerging	Basic	Proficient	Exemplary
Has Knowledge of: ❑Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children's development ❑Psychological and educational principles and research related to family systems and their influences on children's academic, motivational, social, behavioral, mental health, and social characteristics ❑ Methods that improve family functioning and promote children's learning, social development, and mental health, including, for example, parent	❑ Advocates on behalf of students and families to meet their needs ❑ Demonstrates sensitivity to issues related to disproportionality of minority populations ❑ Supports policies & practices that positively affect student learning	❑Consistently includes family in the educational process ❑Consistently acts in culturally responsive manner when collaborating with families ❑Consistently applies evidence-based strategies to improve collaboration and partnerships among parents, schools, and community agencies	❑Advocates for coordination between school services, family, and community *Develops internal and external family-school partnerships to:* ❑ Promote positive student outcomes ❑ Support educational and mental health programs

consultation, conjoint consultation, home–school collaboration, and other evidence-based practices			